



2019 Brock International
Prize in Education Nominee

Daphney L. Curry

Nominated by Matthew A. Capps



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Dr. Daphney L. Curry

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August 31, 2018

The Brock Family Community Foundation
2021 S. Lewis, Suite 415
Tulsa, OK 74104

Nominee: Dr. Daphney Leann Curry
Assistant Professor and Chair of Curriculum and Learning
Midwestern State University

It is an honor to nominate Daphney Leann Curry for the 2019 Brock International Prize in Education Award. Dr. Curry currently serves as the Chair for the Department of Curriculum and Learning at Midwestern State University. Dr. Curry's career spans across 23 years as an educator. Her experiences include teaching students with special needs in an inner city school, early childhood director for a YMCA day care program, university instructor, assistant professor and graduate coordinator. Throughout her entire career, Dr. Curry has consistently maintained a focus on the development of high quality teachers who focus on student learning as the key measure of quality impact. Dr. Curry has demonstrated through her teaching, research and work the impact of early childhood education on K-12 success. Students who are ready to learn, on grade level, tend to have greater success and ease through learning later in life. She models this strategy in her coursework developing similar perspectives in teacher candidates.

In her current role, Dr. Curry has created a model program for the development of teachers through the use of Professional Development Schools. Dr. Curry provides instruction to future teachers through a field based experience partnering with local school districts. She exemplifies the development of the special relationship necessary to provide future teacher candidates practical experience as they complete coursework prior to clinical teaching or internship. Her ability to develop and maintain relationships between public schools and a college of education has set a standard. Her expertise has been replicated in other college/school partnerships resulting in the development of 4 Professional Development Schools in two school districts. Her commitment to these relationships is based upon mutual benefits where teacher education candidates are able to practice under the guidance of a master teacher. The candidates gradually are released into authority into a classroom with an instructional coach and her own tutelage guiding development of skilled teaching. In addition, Dr. Curry instills in her candidates the role of a school volunteer who is willing to help with non-classroom issues like science fairs and test coordination truly exemplifying a mutual benefit.

These efforts to develop better teachers have resulted in new teachers who are readily hired and have an immediate impact on student learning. Many principals and superintendents have commented on the quality of new teachers from WCOE often stating that, 'its like hiring a teacher with one year of experience already'. New teachers have stayed in communication with our program, participating in feedback loops for program improvement and curriculum/experience changes. Many of these recent candidates reported to national accreditors that one, they felt "over-prepared" and two, 'they were far better prepared than teachers from other programs. The experience provided by WCOE have been noted through the national accreditation process and have resulted in a 5 year retention rate of 82%, the highest of any college in the state. This means that 5 years after graduating, 82% of our candidates are still in the classroom, compared to 60% for some other programs.

Dr. Curry has published five book chapters in conjunction with colleagues both within the college and across other campuses. In addition, she currently has a chapter in press with the National Association of Professional Development Schools University Partnerships describing the pathways to quality teacher candidate development. 5 International conference proceedings, 19 international presentations, 15 national presentations, and 8 state/regional presentations. Her publications focus on the development of professional learning communities, building support for teacher candidates, and culturally responsive teaching. Dr. Curry has received 6 grants from both the university and the West Foundation to support her continued work in the utilization of technology in reflective teaching, culturally responsive pedagogy, pre-service and in-service teacher development and professional learning community development.

Dr. Curry models best practice through mentoring undergraduate research, part of a university wide effort at Midwestern State University. 7 students have presented results of their undergraduate research at university presentations. In addition, one of the students presented results of her research at the Association of Teacher Educators National Conference in 2018. Her students have also been recognized for their research by the university as award winners.

Dr. Curry is involved in multiple organizations at the state and national level, most of which focus on the development of future educators and reading including, International Literacy Association, Association of Teacher Educators, and Texas Teachers of Reading Language Arts. Locally, Dr. Curry is a member of the Partners in Education Read to Learn program. In this capacity, Dr. Curry works with local at-risk youth as a reading tutors. In her work with TECLA—Texas Teachers of English Language Arts, she helped recruit pre-service teachers from surrounding areas to attend the state conference. In addition, she coordinated pre-service teacher volunteers in a commitment to enhancing the experience of teacher candidates, which cultivates, in aspiring educators, a commitment to the profession. In addition she has also served as a consultant to the Wichita Adult Literacy Council. Her commitment to area schoolchildren resulted in two successful charitable campaigns which grossed over \$25,000 in funds and donations. Her efforts helped secure classroom furniture and Christmas gifts to local school children and families in need.

The following pages will chronicle recognized commitment from her colleagues through the education community. Examples/excerpts of her most relevant work will provide further evidence of how Dr. Curry has made a lifelong embedded commitment to educators who are better, successful, committed teachers able to have the resiliency necessary to become lifelong educators themselves.

Dr. Matthew Capps

Dean, West College of Education

Midwestern State University



Stacey Darnall, Principal

1706 Polk • Wichita Falls, TX 76309 • (940) 235-1123 • (940) 235-1124 Fax

August 15, 2018

Dear Sir or Madam,

Please allow me to both introduce and recommend Dr. Leann Curry for your consideration for the 2019 Brock International Prize in Education Award. I have had the great pleasure of working with Dr. Leann Curry for the past 13 years as a fellow educator, administrator, colleague, and, now, friend. The first nine of those years, the elementary school where I was campus principal was the receiving beneficiary of Dr. Curry's Professional Development School program. During these years of being involved, I had the unique privilege of watching this program integrate budding, young teachers into the classrooms of masterful, experienced, content expert teachers who were not only willing but eager to open their classrooms for an inclusive learning experience.

Watching first-hand as Dr. Curry worked diligently to systematically develop this program into one that was not only beneficial for university students in the College of Education but also for the participating Professional Development School was motivating for both me and my entire faculty. Our unique interactions through the program offered me, as a campus principal, an advantaged insight to the very College of Education from where new teachers would hopefully be hired and offered Dr. Curry and the College of Education real-life training ground involvement for university students just prior to their official student teaching experience.

As a fellow administrator, I have had the unique opportunity of seeing Dr. Leann Curry interact with university students, campus and district level staff members, colleagues, and community members alike in settings from staff trainings, community meetings, Professional Learning Community meetings, and direct teach settings. In every situation I have observed of her, including those seemingly unmeaningful moments of interaction in passing, Dr. Curry is positive, energetic, articulate, confident, compassionate, caring, humorous, exceptionally knowledgeable, and clearly willing and able to challenge university students, Professional Development School staff, and community members in ways they have not been challenged before. These are the very reasons she has earned and maintains such high regards and respect from all members of the Professional Development School program.

Dr. Curry is a problem solver, a team player, and knows firsthand the necessity for an administrator to build a positive, strong, and supportive rapport with new teachers, veteran teachers, students, parents, and the community they serve. She is very adept at handling difficult situations while being tactful and maintaining confidentiality and integrity at all times. One would be hard pressed to find any educator whose work ethic can match that of Dr. Curry's.

It is in part, without question, Dr. Curry, her development of the Professional Development School program, and her unparalleled skillset which has heightened the level of the teacher preparation program at Midwestern State University.

After moving to a larger, neighboring school district two years ago, I was more than ecstatic to learn my new school was also a member of the then-expanded, highly effective, Professional Development School program, all under the direction of Dr. Leann Curry. Seldom does a partnership, such as this one between our university and, not only one, but two neighboring school districts, result in such favorable, and actually downright win-win, conditions for all parties involved.

Dr. Curry's extraordinarily high standards are nothing less than exceptional, and they are evident in the success of this Professional Development School program in not only one, but four, participating school sites in two different school districts.

I cannot think of another person who would be more deserving of this award. Dr. Leann Curry would not only represent this most high honor in the most honorable way, but also Midwestern State University, the College of Education, and the Professional Development School program. Thank you immensely for your consideration of her.

Sincerely,

A handwritten signature in black ink that reads "Stacey Darnall". The script is fluid and cursive, with the first name "Stacey" and last name "Darnall" clearly legible.

Stacey Darnall
Principal
Zundelowitz (Zundy) Elementary School
Wichita Falls ISD



BURKBURNETT
INDEPENDENT SCHOOL DISTRICT

Audrey Ash
Executive Director, Special Education
Burkburnett Independent School District

August 14, 2018

To Whom it May Concern,

It is my honor and privilege to write a letter of support for Dr. Daphney Leann Curry for the 2019 Brock International Prize in Education Award.

I have known Dr. Curry for many years through her work in the Midwestern State University College of Education. She has built an exceptional program at Midwestern State University that partners beautifully with our schools in Burkburnett ISD.

I was formerly the Principal at John G. Tower Elementary School, where Dr. Curry led her student educators to be a part of our classrooms. I was able to witness this wonderful program in action and our school was better because of Dr. Curry and her students. Honestly, the MSU students, along with Dr. Curry, became a part of our Tower family that I couldn't imagine having school without!

When I think of Dr. Curry, I think of excellence in action. She holds her program and her students to high expectations, which positively impacts the entire school system as a whole.

In Burkburnett ISD, we strive to keep the student interns and teacher candidates with us by hiring them permanently once they complete the program. Our Principals and Human Resource Department know that when we hire one of Dr. Curry's students, we are getting top notch educators.

I am forever grateful to Dr. Curry and her leadership with the MSU College of Education and in our hallways at Burkburnett ISD. The program that she has worked so hard to build constantly pays it forward each year by producing quality educators that will impact our classrooms in life-changing ways.

Dr. Leann Curry is beyond deserving of this esteemed honor for her dedication and work for the greater good in our community.

Sincerely,

Audrey Ash
Executive Director, Special Education
Burkburnett Independent School District



Sheppard Elementary

It is both an honor and privilege to recommend Dr. Daphney Leann Curry for the 2019 Brock International Prize in Education Award. I have known Dr. Curry for about 8 years through the partnership of Midwestern State University with local elementary schools and college students participating in hands-on learning with mentor teachers in real classrooms. She has been instrumental in the collaboration between college students and local public schools, resulting in excellent training for aspiring teachers.

Dr. Curry has allowed her students to participate in covering classes during standardized testing in elementary schools, saving the district funding for substitutes. This has allowed the great opportunity for college students to experience the realistic atmosphere of state testing in public schools. This also helped to allow the certified classroom teachers to assist with the state testing by providing smaller groups for testing, more efficient monitoring and teachers to provide allowable testing accommodations for young students. This process has been instrumental in increased scores and more students attaining the advanced level on state tests.

Another benefit Dr. Curry has helped create through this collaboration is having the elementary on-site college classes. The college students are paired with a mentor teacher and they co-teach

Principal Mrs. Cindy Waddell
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alongside an experienced teacher. These classes have demonstrated major growth for all students. She has implemented a mentoring program where college students become mentors for elementary students. The college students are assigned an elementary student to meet with each time they are on the elementary campus. They work on skills assigned by the classroom teacher such as reading or math, help with homework or simply interact with the elementary student by playing a game or listening to what they have to say. This has been an extraordinary mentoring program for students who are facing very challenging circumstances on a daily basis.

Above all of these things that Dr. Curry has implemented, her love and compassion for students, both young and older, is the outstanding quality that makes her a prime candidate for this award. She is well-deserving and her ethics, selflessness and kind heartedness for students has made lasting impacts on many. She has inspired me as a Principal to always look to the future and create new experiences for learning. She is a blessing to the learning community of Wichita Falls.

Sincerely,

Cindy Waddell

Principal Mrs. Cindy Waddell
Cwaddell@wfid.net

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Daphney Leann Curry

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Wichita Falls, Texas 76310

(940)397-4965
daphney.curry@mwsu.edu

Education and Professional Certifications

Doctor of Philosophy in Literacy and Language Studies
Minor: Early Childhood Studies. College of Education, University of North Texas.
2014

Master of Education in Reading. West College of Education, Midwestern
State University. 2002

Bachelor of Science in Interdisciplinary Studies. West College of Education,
Midwestern State University. 1995

Texas Educator Certificate: Early Childhood Education: PK-
KG 1998-Current

Texas Educator Certificate: Elementary Self-Contained: 1-
8 1995-Current

Texas Educator Certificate: Generic Special Education: PK-
12 1995-Current

Professional Experience

Chair, Department of Curriculum and Learning, West College of Education,
Midwestern State University, Wichita Falls, TX 2016-present

Assistant Professor, West College of Education, Midwestern State University,
Wichita Falls, TX 2014-present

Interim Chair, Department of Curriculum and Learning, West College of
Education, Midwestern State University, Wichita Falls, TX
2014-2016

Graduate Coordinator, Curriculum & Instruction, Midwestern State University,
Wichita Falls, TX 2016-present

Graduate Coordinator, Instructional Design & Technology, Midwestern State

University, Wichita Falls, TX	2015-2016
Graduate Coordinator, Educational Leadership, Curriculum & Instruction, & Reading, Midwestern State University, Wichita Falls, TX	2014-2015
Graduate Coordinator for Reading, West College of Education, Midwestern State University, Wichita Falls, TX	2014-present
Instructor, West College of Education, Midwestern State University, Wichita Falls, TX.	2004-2014
Adjunct Instructor, West College of Education, Midwestern State University, Wichita Falls, TX.	2002-2003
Alternative Kindergarten Teacher, Cunningham Elementary School, Wichita Falls, TX.	1997-2004
Early Childhood Director, YMCA Day Care Program, Wichita Falls, TX.	1996-1997
Special Education Teacher, Washington/Jackson Elementary, Wichita Falls, TX.	1995-1996

Teaching Responsibilities

Undergraduate Courses

EDUC 3153: Educational Psychology
 ECED 3103: Introduction to the Young Child
 ECED 4123: Language and Literacy
 ECED 4133: Early Childhood Curriculum
 READ 3013: Child and Adolescent Literature
 READ 4203: Developmental Reading
 READ 4213: Teaching Reading and Language Arts

Graduate Courses

ECED 5103: Introduction to the Young Child
 ECED 5123: Language and Literacy
 ECED 5133: Early Childhood Curriculum
 READ 6213: Foundations of Reading
 READ 6323: Adolescent Literacy

Research and Scholarly Activity

Publications

Book Contributions

Reeves, E., Cartwright, A. M., & Curry, D. L. (2018). Building upon Inspiration and Aspirations with Hope, Courage, and Strength. In *Teacher Education ATE Yearbook XXVI, Volume 6*.

Blacklock, P.J. & Curry, D.L. (2017). Professional Learning Community Practices and Characteristics Supporting Teacher Candidate and Student Learning within Selected Professional Development Schools. In *Current Perspectives on School/University/Community Research*. Charlotte, NC: Information Age Publishing.

S. H, Huang & Curry, D.L. (2017). Interactive Literacy Approach to Support Struggling Reader's Literacy Skills. In *Progress in Education, Volume 49*. Nova Science Publishing, NY.

Reeves, E., Cartwright, A., & Curry, D. L. (2016). Strengthening Culturally Responsive Teaching through Existing Professional Development School Partnerships. In *Professional Development Schools Research Book Series, Volume 6*.

Curry, D.L., & Cannella, G.S. (2013). Reconceptualist Her/Histories in Early Childhood Studies: Challenges, Power Relations, and Critical Activism. In V. Pacini-Ketchabaw & L. Prochner (Eds.), *Re-situating Canadian Early Childhood Education*. NY: Peter Lang.

Refereed Journals

Curry, D.L., Reeves, E., Capps, M., & McIntyre, C.J. McIntyre. (2018) Do teacher credentials matter? An examination of Teacher Quality. *Curriculum and Teaching Dialogue*, 20(1-2), 9-18.

Reeves, E., Curry, D., McIntyre, C., & Anderson, N. (2017). Online Literature Circles: Developing Culturally Responsive Pre-Service Teachers. *The Texas Forum of Teacher Education*, 7, 59-70.

McIntyre, C., Reeves, E., & Curry, D. (2016). A Case Study of One Adolescent's Poetry Writing Processes Using Think-Aloud. *Ubiquity: The Journal of Literature, Literacy, and the Arts, Research Strand*, 3 (2), 85-119.

Curry, D.L., Reeves, E., McIntyre, C.J. (2016). Connecting schools and families: Understanding the influence of home literacy practices. *Texas Journal of Literacy Education*, 4 (2). Retrieved from <http://www.texasreaders.org/uploads/4/4/9/0/44902393/curry-4-1.pdf>

Huang, S. H., Cobb, S., Whisnand, L., Pacheco, E. & Curry, D.L. (2015). Organizing a University-Based Reading Clinic Program for Struggling Readers. *The Middle Years: Australian Literacy Educator's Association Journal*, 24, 27-36.

Works in Press

McIntyre, C.J, Curry, D. L., King, B. (2018, In Press). Mutually Beneficial Professional Development Partnerships: One Model. In *NAPDS School University Partnerships*.

Refereed International Conference Proceedings

Blacklock, P.J., Curry, D.L. & Lilienthal, L.K. (2017). Reflective Practice: Using Google Drive to Improve the Quality of Learning Experiences during Clinical Teaching. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1141-1143). Austin, TX, United States: Association for the Advancement of Computing in Education (AACE).

Lilienthal, L.K., Blacklock, P.J. & Curry, D.L. (2017). Using SignUpGenius to Assist With Education Student Communication and Scheduling. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1701-1704). Austin, TX, United States: Association for the Advancement of Computing in Education (AACE).

Curry, D.L., Blacklock, P.J., Graves, E. & Lilienthal, L.K. (2016). Reflective Thinking Practices of Preservice Teachers: The Role of Videotaped Teaching and Shared Practice Protocols. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1036-1039). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Curry, D.L., Lilienthal, L.K. & Blacklock, P.J. (2015). The Impact of Videotaped Teaching on Reflective Practices of Preservice Teachers. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 1827-1831). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Lilienthal, L. & Curry, D. (2015). Using Children's Literature and Digital Storytelling to Engage Preservice Teachers in the Creative Writing Process. In *Proceedings of Society for Information Technology & Teacher Education*

International Conference 2015 (pp. 575-577). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Other Publications

McIntyre, C.J., Reeves, E., Curry, D. (2017). Pre-service teachers: TCTELA provides professional development opportunity. *Texas Voices: A Newsletter of the Texas Council of Teachers of English Language Arts*. Spring 2017 29 (5).

McIntyre, C.J., Reeves, E., Curry, D. (2017). TCTELA provides grants for pre-service teachers to attend conference. *Texas Voices: A Newsletter of the Texas Council of Teachers of English Language Arts*. Summer 2017 29 (6).

Published Technical Reports

Bral, C., Curry, D.L., & Capps, M.A. (2017) Council for the Accreditation of Educator Preparation Self Study Report

Capps, M.A. & Curry, D.L. (2016). National Science Teachers Association Specialty Program Area program report.

Curry, D.L. (2014). National Council for Accreditation of Teacher Education Institutional Report for Standard 3.

Grants

Raise Your Hand Texas Grant Submission. Amount \$320,000(unfunded). Curry, D.L., Capps, M. & Blacklock, P. (2017). Raising Texas Teachers

West Foundation Grant Award recipient. Amount \$5,000. Reeves, E. Curry, D.L., & McIntyre, C. (2016). Tablet-Based Pre-Service Teacher Evaluations.

Midwestern State University Internal Grant Award recipient. Amount \$600.00. Lynskey, A.C. & Curry, D.L. (2015). Culturally Responsive Pedagogy in Professional Development Schools

West Foundation Grant Award recipient. Amount \$43, 9400 Blacklock, J., & Curry, D.L. (2014). West College of Education and Professional Development Schools: A Collaborative for Improving Pre-Service and In-Service Teacher Practice, Student Learning, and Research Opportunities.

Midwestern State University Internal Grant Award recipient. Amount \$5000.00 Blacklock, J., & Curry, D.L. (2012). School Culture: Comparing Professional Learning Community Characteristics between Professional Development and Non-Professional Development Schools.

Presentations

Refereed International Presentations

Blacklock, P.J., Curry, D.L., & Lilienthal, L.K. (2017). *Reflective Practice: Using Google Drive to Improve the Quality of Learning during Clinical Teaching*. Research poster presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2017. Austin, TX.

Curry, D.L., Reeves, E., McIntyre, C.J., & Gupta, D. (2017). *Taking Sheltered Instruction Digital: A Review of Classroom Technologies that Support ELL students*. Research paper presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2017. Austin, TX.

Lilienthal, L.K., Blacklock, P.J., Curry, D.L. (2017). *Using Signup Genius to Assist with Teacher Education Student Communication and Scheduling*. Research paper presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2017. Austin, TX.

Graves, E., Blacklock, P.J., & Blacklock, P.J. (2016). *The Impact of Videotaped Teaching and Shared Practice on Reflective Practices and Perceptions of Preservice Teachers*. Paper presented at the OTEL, International Literacy Association (ILA) Conference. July 2016. Boston, MA.

Curry, D.L. Blacklock, P.J., Graves, E. & Lilienthal, L.K. (2016). *Reflective Thinking Practices of Preservice Teachers: The Role of Videotaped Teaching and Shared Practice Protocols*. Research Poster presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2016. Savannah, GA.

Curry, D.L., Lilienthal, L.K., & Blacklock, P.J. (2015). *The Impact of Videotaped Teaching on Reflective Practices of Preservice Teachers*. Research poster presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2015. Las Vegas, NV.

Lilienthal, L.K. & Curry, D.L. (2015). *Using Children's Literature and Digital Storytelling to Engage Preservice Teachers in the Creative Writing Process*. Paper presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2015. Las Vegas, NV.

Lilienthal, L.K. & Curry, D.L. (2014). *Supporting Pre-Service and In-Service Teacher Learning when Teaching Online Reading Courses*. Paper presented at the International Reading Association National Conference (IRA). May 2014. New Orleans, LA.

Curry, D.L. & Lilienthal, L.K. (2013). *The Impact of Home Digital Literacy Practices on Emergent Literacy Skills*. Paper presented at the International Reading Association Conference (IRA). April 2013. San Antonio, TX.

Lilienthal, L.K., Curry, D.L., & Estrada, A. (2012). *Using Running Records with Older Students*. Paper presented at the International Reading Association Conference (IRA). April 2012. Chicago, IL.

Curry, D.L., Estrada, A., Lilienthal, L.K. (2011). *An Exploration of Shared Reading Interactions between Mother and Child*. Paper presented at the International Reading Association Conference (IRA). April 2011. Orlando, FL.

Lilienthal, L.K., Curry, D.L., & Estrada, A. (2010). *Using Digital Story Creation to Engage Preservice Teachers in Children's Literature*. Paper presented at the International Reading Association National Conference (IRA). April 2010. Chicago, IL.

Curry, D.L., Estrada, A., & Lilienthal, L.K. (2009). *Using Electronic Storybooks to Facilitate Optimal Language Development*. Paper presented at the International Reading Association Conference (IRA). May 2009. Minneapolis, MN.

Curry, D.L. & Estrada, A. (2008). *Facilitating Language Development and Family/School Relationships through Story Book Reading*. Paper presented at the International Reading Association Conference (IRA). May 2008. Atlanta, GA.

Curry, D.L. & Kitchen, M. (2008). *Facilitating Language Development and Family/School Relationships through Electronic Story Books*. Research poster presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2008. Las Vegas, NV.

Curry, D.L. & Estrada, A. (2007). *The Effects of Literature Circles on Teacher Efficacy, Empathy, and Professional Responsibility*. Paper presented at the International Reading Association International Conference (IRA). May 2007. Toronto, Canada.

Curry, D.L., Estrada, A., & Kitchen, M. (2007). *The Impact of Web Communities and Online Literature Circles on Teacher Efficacy*. Research poster presented at the Society for Information Technology and Teacher Education International Conference (SITE). March 2007. San Antonio, TX.

Stange, T.V., Estrada, A., Curry, D.L. (2006). *Profiling and Positively Altering Pre-service Teacher Reading Affect. Research Presentation*. Paper presented at the International Reading Association National Conference (IRA). May 2006. Chicago, IL.

Stange, T.V., Estrada, A., Curry, D.L. (2005). *Profiling Teacher Reading Attitudes and Interests*. Paper presented at the International Reading Association Conference (IRA). May 2005. San Antonio, TX.

Refereed National Presentations

Miller, S., Reeves, E., Dorman, K., Curry, D.L. (2018). *The Kinesthetic Classroom: A collaborative for Improving Classroom Instruction, Differentiation, and Classroom Engagement*. Paper presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2018. Jacksonville, FL.

Blacklock, P.J., Curry, D.L., McIntyre, C.J., Reeves, E., & Waddell, C. (2018). *PDS University and School Faculty Quality Traits that Impact Student Learning*. Paper presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2018. Jacksonville, FL.

Blacklock, P.J., Curry, D.L., & Kureethara-Manuel, A. (2018). *We've Collected Dispositional Data, Now What?* Session presented at the Association of Teacher Educators National Conference (ATE). February 2018. Las Vegas, NV.

Reeves, E., Cartwright, A., & Curry, D.L. (2018). *Strengthening Culturally Responsive Teaching through Existing Professional Development School Partnerships*. Research presented at the Association of Teacher Educators National Conference (ATE). February 2018. Las Vegas, NV.

Gupta, D. & Curry, L. (2017). *Integrating Children's Literature in elementary math Methods: Fostering understandings and Connections*. Presented at the American Educational Research Association (AERA). April 2017. San Antonio, TX.

Curry, D.L., Reeves, E., & McIntyre, C.J. (2017). *The Effects of Literature Circles on Teacher Efficacy, Empathy, and Professional Responsibility in PDS*. Paper presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2017. Washington, D.C.

Curry, D.L., Reeves, E., McIntyre, C.J & Cartwright, A.M.. (2017) *Electronic Observations: Using Real Data to Promote Reflection and Continuously Improve Programs*. Paper presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2017. Washington, D.C.

Blacklock, P.J. & Curry, D.L. (2017). *Champs: Effective Classroom Management Practices for Yesterday's, Today's and Tomorrow's Ever-Changing Classrooms*. Paper presented at the Association of Teacher Educators National Conference (ATE). February 2017. Orlando, FL.

Blacklock, P.J. & Curry, L. (2016). *A Case Study: Professional Learning*

Community Characteristics in Selected Professional Development Schools. Research presented at the American Educational Research Association (AERA). April 2016. Washington, DC.

Curry, D.L., Blacklock, P.J., Graves, E., & Ash, A. (2016). *Using Videotaped Teaching and Shared Practice to Increase Reflective Thought of Pre-Service Teachers.* Paper presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2016. Washington, D.C.

Graves, E., Cartwright, A., Curry, D.L., & Waddell, C. (2016). *Strengthening Culturally Responsive Teaching through Existing Professional Development School Partnerships.* Research presented at the National Association of Professional Development Schools National Conference (NAPDS). March 2016. Washington, D.C.

Blacklock, P.J. & Curry, D.L. (2016). *Successful PLC Practices Impacting Student Achievement within a Culture of High Stakes Accountability.* Paper presented at the Association of Teacher Educators National Conference (ATE). February 2016. Chicago, IL.

Blacklock, P.J. & Curry, D.L. (2014). *School Culture: Comparing Professional Learning Community Characteristics between Professional Development and Non-Professional Development Schools.* Paper presented at the Association of Teacher Educators National Conference (ATE). February 2014. Phoenix, AZ.

Curry, D.L., Estrada, A., & Kitchen, M. (2007). *Connecting Pre-Service Teachers to Critical Issues through Multicultural Literature and Online Literature Circles.* Paper presented at the National Association for Bilingual Education (NABE). February 2007. San Jose, CA.

Curry, D.L., Estrada, A., & Kitchen, M. (2006). *Ties That Bind: Linking Families and Schools.* Workshop presented at the National Association for Bilingual Education National Conference (NABE). January 2006. Phoenix, AZ.

State and Regional Presentations

Curry, D.L., McIntyre, C.J., & Reeves, E. (2018). *Developing Culturally Responsive Pre-Service Teachers with Online Literature Circles.* Paper presented at the Southwest Educational Research Association Regional Conference (SERA). February 2018. New Orleans, LA.

Reeves, E., Cartwright, A., Curry, D.L., & McIntyre, C.J. (2017). *Using TTESS to Facilitate Pre-Service Teacher Reflections.* Research presentation at the Midwestern State University Celebration of Scholarship. April 2017. Wichita

Falls, TX.

Reeves, E., McIntyre, C.J., Curry, D.L., & Cartwright, A. (2017). *Electronic Observations: Using Real Data to Promote Reflection and Continuously Improve Programs*. Paper presented at the Southwest Educational Research Association Regional Conference (SERA). February 2017. New Orleans, LA.

Graves, E., Lynsky, A., & Curry, D.L. (2016). *Strengthening Culturally Responsive Teaching through Existing Professional Development School Partnerships*. Paper presented at the Southwest Educational Research Association Regional Conference (SERA). February 2016. New Orleans, LA.

Blacklock, P.J. & Curry, D.L. (2014). *School Culture: Comparing Professional Learning Community Characteristics between Professional Development and Non-Professional Development Schools*. Research presented at the Midwestern State University Scholarship Colloquium. April 2014. Wichita Falls, TX.

Curry, D.L., Estrada, A., Kitchen, M., & Stange, T.V. (2006). *The Literacy Connection: Linking Families and Schools*. Workshop presented at the Southwest Regional International Reading Association Conference (IRA). February 2006. Albuquerque, NM.

History of Early Childhood Education. Paper presented at University of North Texas Doctoral Cohort. June 2004. Denton, TX.

The Wonderful World of Tedd Arnold. Workshop presented at the Texas Association for the Improvement of Reading (TAIR). February 2004. Wichita Falls, TX.

Research Presentations with Undergraduate Students

Blacklock, P.J., Bussue, N., & Curry, D.L. (2018). *Co-Teaching Model: Making a Difference for Teaching and Learning*. Paper presented at the Association of Teacher Educators National Conference (ATE). February 2018. Las Vegas, NV.

Bussue, N. (November, 2017). *Co-Teaching Model: Making a Difference for Teaching and Learning*. Oral research presentation at the fall 2017 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Dougherty, A.. (April, 2017). *Developing Culturally Responsive Pre-Service Teachers with Online Literature Circles*. Poster presentation at the spring 2017 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Anderson, N. (November, 2016). *Effects of D2L Literature Circles on Teacher*

Efficacy. Poster presentation at the spring 2017 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Brown, B. & Johnson, M. (November, 2016). *Reflective Practice: Impacting the Quality of Learning Experiences during Clinical Teaching*. Poster presentation at the fall 2016 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Brady, M. (April, 2016). *Reflective Thinking Practices of Pre-service Teachers: The Role of Videotaped Teaching and Shared Practice Protocols*. Poster presentation at the spring 2016 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Barona, Kevin. (November, 2015). *Reflective Practices of Pre-Service Teachers Using Video Analysis*. Poster presentation at the spring 2016 Undergraduate Research and Creative Activities Forum at MSU in Wichita Falls, TX. *Faculty Mentor for the project*.

Applied Research

National Science Teachers Association (NSTA) Specialized Professional Association Accreditation Report (SPA). 2016

Southern Association of Colleges and Schools (SACS) EC-6 Accreditation Report. 2004-present

National Council for Accreditation of Teacher Education (NCATE) Standard 3 Institutional Report. 2004-2014

The West College of Education considers the teaching of field-based professional development courses to be a living laboratory for the testing and evaluation of educational theory and thus a useful and valid form of scholarship. Each semester I teach two field-based courses, Developmental Reading and Teaching Reading Language Arts, at John Tower Elementary School.

Professional Involvement

International Literacy Association (ILA)
Association of Teacher Educators (ATE)
Midwestern State University Alumni Association-Lifetime Member
Organization of Teacher Educators in Reading (OTER)
Professors of Reading Teacher Educators (PRTE)
Southern Early Childhood Association (SECA)
Texas Association for the Education of Young Children (TAEYC)
Texas Association of College Teachers (TACT)

Wichita Falls Area Reading Council (WFARC)

Consultations

Wichita Adult Literacy Council Family Literacy Consultation.
Wichita Falls, TX. 2008-2009

I.C. Evans Elementary Kindergarten Consultation. Fall 2004. Burkburnett, TX
2004

Service

University and College

Arbor Creek Scholarship Committee	2018
C&I Search Committee Chair (Emphasis EDLE)	2018
C&I Search Committee Chair (Emphasis Social Studies)	2018
C&I Search Committee Chair (Emphasis Science Studies)	2018
C&I Search Committee (Emphasis SPED)	2018
C&I Search Committee (Emphasis KNES)	2018
WCOE Secretarial Search Committee Chair	2017
Advisory Council for Program Quality (ACPQ)	2016-present
DFW Weatherford College Recruitment/Scheduling	2016-2018
UGRCA Oral Presentation Evaluator	2016-2018
UGRCA Moderator	2016-2017
Faculty Judge Celebration of Scholarship	2016-2017
C&I Search Committee Chair (Emphasis Science Studies)	2016
C&I Search Committee Chair (Emphasis Social Studies)	2016
C&I Search Committee Chair (Emphasis Research)	2016
DFW Admissions Director Search Committee Member	2016
EURECA Grant Proposal Reviewer	2015-present
M.O.R.E –Advising	2015-present
Outstanding Alumnus Selection Committee-WCOE	2015-present
Scholarship Committee Chair	2015-2016
BAAS Advisory Committee	2015-2016
Ad Hoc Committee to define the duties and responsibilities of the lecturer position	2015
C&I Search Committee Chair (Emphasis Math)	2015
Discover MSU Day Welcome and Student Orientation	2015
WCOE College Review Committee	2014-present
Honor's Banquet Selection Committee	2014-2016
WCOE Scholarship Committee Member	2014-2018

Haberman Teacher Candidate Interviews	2014-present
CAEP Institutional Report, Standard 2 Committee Chair	2014-present
College Council Committee	2014-present
Dean's Council	2014-present
Graduate Council Committee /Graduate Coordinator C&L	2014-present
Teacher Education Committee	2014-present
Discover MSU Day Representative	2014-present
Mustang Rally Welcome and WCOE Orientation	2014
Math Search Committee Chair	2014
Special Education Search Committee	2014
Reading Search Committee Chair	2014
Kinesiology Search Committee	2014
C&I Search Committee (Emphasis: Dept. Chair)	2013
MISL Training for Student Teachers	2013-present
Clinical Teaching Ethics Training	2013-present
Clinical Teaching Orientation	2013-present
Faculty sponsor for Sigma Phi Lambda.	2012-present
BISD Student Background Clearance Coordinator/Liaison	2009-present
NCATE Institutional Report, Standard 3 Committee Chair	2009-2014
TEA Self-Report Survey Committee	2009-2010
WCOE EC-6 Program Restructuring Committee	2009-2010
Majors Fair---Committee Chair	2009
Sigma Phi Lambda Family Day Brunch	2008-present
Restructuring Committee for EC-6	2008-2009
Banner Advising Training-University Wide	2008-2009
Library Liaison-West College of Education	2008-present
Faculty Sponsor- Sigma Phi Lambda.	2008-present
SACS EC-6 and Reading Masters Reports	2008-present
Great Day of Service Volunteer	2008-2010
Reading Applicant Search Committee	2008
Family Day-WCOE	2007-present
Academic Advising Committee	2007-2012
Intern Orientation Committee	2006-2014
Reading Applicant Search Committee	2006
Majors Fair Committee Member	2006
Family Day-WCOE	2006
Teacher Work Sample and MISL Evaluator	2006-present
Worked to align Block B curriculum/TEExES standards	2006-2014
Reading Applicant Search Committee	2004
Graduate Advisory Committee- Reading	2004-2010
Reading Applicant Search Committee	2004
NCATE Institutional Report, Standard 3 Committee Chair	2004-2014
Spirit Day's-Advising	2004-2014
NCATE subcommittee for Early Childhood and Reading	2004-2010
NCATE subcommittee for Standards Alignment of Block Courses	2004-2010

Advised approximately 40 students. I spend approximately 145 hours per semester advising students. 2003-2013
Moffett Library Committee 2003-present
Faculty sponsor for the Association for Childhood Education International (ACEI). I spend approximately 50 hours per semester meeting with officers and members, organizing fund raisers, and facilitating university related activities (e.g. book fair, Reach Out and Read Program, etc.,) 2003-2013

Profession

Texas Teachers of English Language Arts (TECLA) Conference- Session Volunteer/Conference Set-up 2018
Society for Information Technology and Teacher Education (SITE) Conference Session Presider 2017
National Association of Professional Development Schools-Proposal Reviewer 2017
Pre-Service Teacher Committee Member, Texas Teachers of English Language Arts (TECLA) 2016-present
Board of Director VP for Financial Affairs Texas Association of College Teachers-At Large 2016-present
Texas Teachers of English Language Arts (TECLA) Conference- Session Facilitator/Conference Set-up 2016
Peer Reviewer, Chapter Submissions *Current Perspectives on School/University/Community Research*. Charlotte, NC: Information Age Publishing. 2016
Southwest Educational Research Association (SERA) Conference Proposal Reviewer 2016
Association of Teacher Educators (ATE) Conference Session Moderator 2016
National Association of Professional Development Schools-Proposal Reviewer 2016
Texas Association for the Improvement of Reading (TAIR) Conference Committee Member 2015-present
Society for Information Technology and Teacher Education (SITE) Conference-Session Presider 2015
Delta Kappa Gama Grant Liaison for WCOE—Iota Omicron Chapter 2012 present
MSU Campus Tour Liaison and Volunteer- Tower Elem. 2010-present
WCOE Faculty Mentor 2008-2014
Wichita Adult Literacy Council Board Member 2008-2010
Annual Principal's Panel Co-sponsored by the Association for Childhood Educational International and the Career Management Center 2006-2012
Book Review: *Essentials of Early Childhood Education*. Delmar Learning. 2005
Book Review: *Beginnings and Beyond: Foundations in Early Childhood Education*. Carlisle Publishing. 2006

Book Review: Early Childhood Education Curriculum: A Child's Connection to the World. Delmar Learning. 2007
 I locate tutors for Wichita Falls and Burkburnett Independent School employees and parents. 2003-present
 I offer tutoring and materials to children with reading or oral language deficiencies. 2003 present

Community

Fowler PTO Angel Tree Chair 2017-2018
 Burkburnett ISD Community Based Assessment Model (CBAM) Team 2017-2018
 Tower Elementary UIL Spelling Bee Judge 2017
 Fowler Parent Teacher Organization Board Member 2016-present
 WFISD CTE, Education Advisory Committee 2016-present
 Fowler Fiesta Fundraising Co-Chair 2016
 Career Expo Presenter-North Texas Workforce Solutions 2016
 Partners in Education Read to Learn Volunteer/Mentor 2014-present
 Burkburnett ISD Strategic Planning Team 2014-2016
 Burkburnett ISD Refocus Team-Facilities 2014-2015
 National Lemonade Day Student Mentor 2014
 BISD Discovery Education MSU Representative 2014
 Tower Elementary UIL Spelling Bee Pronouncer 2014-2016
 Campus Improvement Team Member- Tower Elementary 2013-present
 Tower Elementary Science Fair Judge 2012-present
 Parent Ambassador- WCS 2011-2012
 Great Day of Service-Wichita Theatre 2009
 Wichita Adult Literacy Council Board Member 2008-2009
 Great Day of Service-Faith Mission. 2008
 Annual Principal's Panel Co-sponsored by the Association for Childhood Educational International and the Career Management Center 2007
 Helped coordinate MSU volunteers for the State Conference for the Advancement of Science Teaching (CAST). 2006
 Helped facilitate the annual Association for Childhood Education International (ACEI) fundraiser which donates books to local non-profit organizations – (e.g. Community Health Care Center's "Reach Out and Read Program", Patsy's House). 2004-2013

Awards and Honors

West College of Education Faculty Award Nominee 2017
 2nd Place: Poster Presentation for the West College of Education: *Reflective Thinking Practices of Pre-service Teachers: The Role of Videotaped Teaching and*

Shared Practice Protocols Poster presented by Nicole Anderson; Faculty Mentors:
Dr. Emily Reeves, Dr. Leann Curry and Dr. Janise McIntyre

2016

West College of Education Piper Award Nominee

2016

2nd Place: Poster Presentation for the West College of Education: *Reflective
Thinking Practices of Pre-service Teachers: The Role of Videotaped Teaching and
Shared Practice Protocols* Poster presented by Mary Brady; Faculty Mentors: Dr.
Leann Curry, Dr. Emily Reeves and Dr. Jeff Blacklock

2016

West College of Education Faculty Award Nominee

2015

CHAPTER 3

PROFESSIONAL LEARNING COMMUNITY PRACTICES AND CHARACTERISTICS SUPPORTING TEACHER CANDIDATE AND STUDENT LEARNING WITHIN SELECTED PROFESSIONAL DEVELOPMENT SCHOOLS

Phillip J. Blacklock and Daphney L. Curry
Midwestern State University

ABSTRACT

Many challenges are facing our public schools, which is evident by local, state, and national media reports. Increased public education accountability; continued rigorous state, national, and international assessments; more diverse student populations; and gaps in student achievement are common stories that have gained local, state, and federal attention.

Exploring the Community Impact of Research-Practice Partnerships in Education, pages 63–85
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Our case study research is framed within the conceptual framework of professional learning community (PLC) organizational theory and a university-school partnership defined by the professional development school (PDS) model. The PDS model provides the supportive link between theory and practice and provides the context by which this study sought to explore PLC practices and characteristics that are found within a college-school partnership. Through a mixed methods approach, our study identifies PLC and PDS campus characteristics and practices and instructional strategies embedded into the school culture of four successful elementary schools who partner with our university providing teacher candidate field experiences. Findings suggest the PLC dimensions of shared values and vision, collective learning, and supportive conditions related to relationships are the most developed dimensions found within our PDS campuses. Our findings also suggest positive behavior support and instructional technology are strategies present at these PDS campuses supporting the collaborative work of teachers with teachers and teachers with university teaching candidates. Our story provides one more piece of the mosaic that, when put together with other case study research, can shed understanding into how research and practice inform how schools and universities working together can make a difference for students and the communities they serve.

WHY ARE THERE PUBLIC SCHOOL AND UNIVERSITY COLLABORATIVE RESEARCH EFFORTS?

Many challenges are facing our public schools, as is evident from local, state, and national media reports. Impoverished job skills; increased public education accountability; continued rigorous state, national, and international assessments; increasingly more diverse student populations; unqualified teachers; and gaps in student achievement are all common lead stories that have gained the attention of national media, popular magazines, educational books, journals and reports, and national, state, and local politicians (Camera, 2015; Darling-Hammond, 2010; Dillon, 2010; Network for Public Education, 2016). These recurring themes cause us to question how we can continually reinvent public school and university collaborative efforts to support the needs of students and faculty and to promote student learning in the context of an ever-changing world and an increasingly more rigorous accountability system.

School reform efforts over the past 100 years have ebbed and flowed in response to the public and political perception of current national and world events (Darling-Hammond, 2010; Neumann, 2013; Resnick & Hall, 1998). Many times, school reform movements—aligned to changes in the U.S. economic and social culture—have been a response to reinventing school culture to educate children who may become successful participating members of a democratic society (Ravitch, 2001, 2016). Although school reform

movements have percolated throughout America's history (Ravitch, 2001; Tyack & Cuban, 1995), P-12 public school education and colleges of education have been brought to the forefront of the national consciousness through governmental policies, legislation, public discourse, and debate (Darling-Hammond, 2010; Figlio & Loeb, 2010; McAndrews, 2006; Welner & Mathis, 2015). The current political and educational environment influencing public school schools and colleges of education provides great potential for public schools and universities to collaborate while exploring, implementing, and sustaining practices that promote student learning and achievement.

Our school-university collaborative efforts have evolved over the last 20 years. This has been a journey that has provided considerable insight into how our partnerships have grown and supported student, teacher, and teacher candidate learning. Our work has grown within the conceptual frameworks formed by professional development school (PDS) and professional learning community (PLC) models; therefore, we seek to define our context allowing for the possibility of connecting to the larger community of school-university research. Through our study, we will identify PDS and PLC characteristics, practices, and key instructional strategies embedded into the school culture focused on improving student learning. We will define and explore how researchers and practitioners collaborate within a continuous improvement school culture to inform current and future research and practice, thereby impacting the professional community through improved student learning and professional relationships within the school and between the university and school. The research questions that guided our study include:

- What school culture characteristics—according to the professional learning community model—are most evident in professional development schools?
- How can university-school collaborative efforts be developed and strengthened to improve professional community and student learning?

While using these questions to frame this chapter, we will also review the PDS-PLC theoretical model, identify effective PLC practices and learning strategies, and provide insight into the university-school research partnership as a supportive relationship focused on continuous improvement.

Professional Development School Model

During the mid-1980s, the PDS model evolved as an organizational paradigm for identifying, developing, and sustaining collaborative relationships

between colleges of education and P-12 public schools (National Association for Professional Development Schools [NAPDS], 2008). Again, the same social and political factors that continue to influence the development of schools as PLCs pressured colleges of education to forge partnerships with public schools. This action fostered a symbiotic relationship where both teacher candidates and practitioners contribute to and support each other through professional development integrated into the daily lives of each, where the focus is improved student achievement (National Council for Accreditation of Teacher Education [NCATE], 2010). Initially, PDS campuses were very few in number. However, as the demands for improved teacher candidate training has grown, so has the number of college-school partnerships, which now ranges in the 1000s (Bacharach & Hasslen, 2001; NAPDS, 2008).

As the PDS model continued to emerge and solidify as a viable structure for defining, developing, and sustaining collaborative partnerships between colleges and public schools, an operational definition developed to guide efforts across the country. NCATE, in collaboration with other organizations such as NAPDS (2008), provided instrumental support in defining the PDS concept as colleges were called to higher standards in developing strategic clinical and field experiences improving teacher practice aligned to increased student achievement. On their website, NCATE (n.d., para 1) defines professional development schools as “innovative institutions formed through partnerships between professional education programs and P-12 schools. PDS partnerships have a four-fold mission:

- the preparation of new teachers,
- faculty development,
- inquiry directed at the improvement of practice, and
- enhanced student achievement”

Today, organizations such as the Council for the Accreditation of Educator Preparation (CAEP) continue to define standards for excellence in clinical partnerships and practice. CAEP's Standard 2 (2015) describes clinical partnerships as follows: “The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development” (p. 6).

The standard explains how educator preparation providers (EPPs) collaborate with partners (school and community) by designing “clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development” (CAEP, 2015, p. 6). In defining characteristics of effective partnerships, CAEP elaborates further by stating:

Effective partnerships include: mutual trust and respect; sufficient time to develop and strengthen relationships at all levels; shared responsibility and accountability among partners, and periodic formative evaluation of activities among partners (Houck, Cohn, & Cohn, 2004). Darling-Hammond and Baratz-Snowden (2005) call for strong relationships between universities and schools to share standards of good teaching that are consistent across courses and clinical work. (p. 6)

The PDS model provides the supportive link between theory and practice and provides the context by which this study sought to explore PLC practices and characteristics that are developed and sustained through a university college of education and P-12 school partnership.

Professional Learning Community Model

During the last 25 years, researchers have explored the PLC model as an organizational framework for school reform. The idea of a learning organization was brought to the attention of the business world by Senge's work, *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990). Senge believed that the five dimensions of systems thinking, personal mastery, mental models, shared vision, and team learning could build organizations that "truly 'learn' and can continually enhance their capacity to realize their highest aspirations" (1990, p. 6). As business leaders and researchers investigated the potential of the learning organization model to support organizational culture in a rapidly changing environment, the educational community began to forge its definition of the professional learning community.

Sergiovanni (1994) described communities as "collections of individuals who are bonded together by natural will and who are together binded to a set of shared ideas and ideals" (p. xvi). He elaborated on this notion by saying the community mirrors a connectedness found in the tightly held bonds of families, neighborhoods, or any other group that displays familial or even sacred bonds. He suggested that "the bonding together of people in special ways and the binding of them to shared values and ideas are the defining characteristics of schools as communities" (p. 4). Schools can develop a growth- and change-oriented culture through group bonding and shared vision.

The professional learning community model evolved as additional researchers explored the meaning of this organizational structure. Newmann and Wehlage (1995) produced an important report synthesizing the studies conducted from 1990–1995 by the Center on Organization and Restructuring Schools (CORS). Through their research, they found that organizational capacity was enhanced and student learning improved when schools

were created as professional communities. Newmann and Wehlage (1995) described the professional community as a school that allows teachers "to pursue a clear shared purpose for all students' learning; to engage in collaborative activity to achieve the purpose and to take collective responsibility for learning" (p. 30).

Our study is based upon the PLC model developed by Hord (1997), and then re-conceptualized by the continued research of Huffman and Hipp (2003) and Hipp and Huffman (2010). The PLC model (Hipp & Huffman, 2010; Huffman & Hipp, 2003) evolved out of the research completed by the Creating Communities of Continuous Inquiry and Improvement (CCCII) project that was initiated by Shirley Hord of Southwest Education Development Laboratory. The project extended over a five-year period from 1995 until 2000 with the purpose of implementing the PLCs in schools across the nation. Their work (Hord, 1997; Hipp & Huffman, 2010; Huffman & Hipp, 2003) resulted in the conceptualization of "five related dimensions that reflected the essence of a PLC: shared and supportive leadership, shared vision and values, collective learning and application, supportive conditions (collegial relationships and structures) and shared personal practice" (Hipp & Huffman, 2003, p. 3).

DuFour, Eaker, and DuFour (2005) expound upon the conditions supporting the school as a professional learning community by stating that it "represents more than just a series of practices; it rests upon a set of beliefs, assumptions, and expectations regarding school" (p. 11). In an interview conducted by Dennis Sparks (2004), Andy Hargreaves elaborated further by saying, "A professional learning community is an ethos that infuses every single aspect of a school's operation. When a school becomes a professional learning community everything in the school looks different than it did before" (p. 48). The school culture has evolved in a way that promotes flexibility to meet the needs of students and staff members in a changing environment.

Researching our PDS Partners

Our PDS partnerships have changed over time. Initially, teacher candidates were placed in local schools with no emphasis on establishing a collaborative relationship. Across time, our PDS relationships have been nurtured through teacher-administration-university faculty interactions, thus providing the opportunity for our college to conduct research. Through symbiotic relationships, we as partners and researchers provide each other with additional insight and support where teachers and teacher candidates participate in learning and continuous improvement. Today, the partnership has flourished as university faculty partner with PDS teachers and principals to make informed decisions based upon practice and

research supporting both teacher and teacher candidates as they interact, thereby providing quality learning experiences for the students they teach. We, as researchers in this study, are university faculty who work directly in the schools coordinating activities, scheduling placements and teaching, and observing candidates during their professional block courses prior to clinical teaching. The findings included in this chapter draw from our case study research conducted with four elementary PDS campuses that have partnered directly with our college and developed an active positive and supportive relationship between the campuses, district, and college. The research data for this specific case study were collected during the 2012–2013 academic year using the following research design.

Research Design

Our research was conducted through a case study design and was bound by the sequential explanatory mixed methods strategy defined by Creswell (2003). Johnson and Onwuegbuzie (2004) enriched our understanding by stating that mixed methods research is “a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language in a single study” (p. 17). This approach also allowed us to use both quantitative and qualitative measures to study the same set of questions, collect corresponding data, and conduct analyses (Yin, 2009), which added depth and richness to our study.

Quantitative Data

Our research used the Professional Learning Community Assessment-Revised (PLCA-R) questionnaire developed by Hipp and Huffman (2010) to identify the PLC dimensions in selected PDS campuses. The PLCA-R questionnaire was initially developed by Huffman and Hipp (Olivier, 2003) and revised in 2010 by Hipp and Huffman as a tool to assess the perceptions of principals, teachers, staff and community members in regards to the “dimensions and critical attributes forming the PLC” (Olivier, 2003, p. 67) within their schools. The questionnaire was also developed to “gauge the level at which schools function along the continuum of PLCs” (Olivier, Antoine, Cormier, Lewis, Minckler, & Stadalis, 2009, p. 4). The PLCA-R consists of 52 statements describing the five professional learning community dimensions by which the participant rates each statement using a forced-choice Likert scale (Hipp & Huffman, 2010). The scale ranges from 1 (strongly disagree), through 2 (disagree), 3 (agree), to 4 (strongly agree). The questionnaire data were compared through descriptive and non-parametric post hoc statistics (Huck, 2012).

The PLCA-R assessment was administered by the university faculty-researchers conducting this study. The PLCA-R was distributed to all professional teaching staff and principals in staff meetings at each of the PDS

campuses. A brief explanation was provided at the meetings by university faculty researchers who described how to respond to each of the questionnaire items by rating each according to the 1–4 Likert scale reflective of their perceptions of the current reality on their campuses. The teachers and principals were told the data collected would help us better understand the characteristics and practices most evident in their schools. No specific statements were made regarding PLC characteristics, as we wanted to understand these qualities and characteristics better without biasing participants' responses towards this conceptual framework. The teachers and principals completed the surveys during the meeting, and we collected the surveys upon completion. This process was used to support our attempt to receive the highest return rate possible, thus providing a more accurate picture of the campus culture reality described through the self-report questionnaire.

Qualitative Data

Teachers, campus improvement teams, and principals at the PDS campuses were interviewed through one-to-one conversations to inform our PLCA-R questionnaire findings and to provide further insight into the school culture characteristics (Bogdan & Biklen, 1998). The interview employed a semi-structured format (Merriam, 1998) using a set of predetermined questions aligned to each of the PLCA-R dimensions while allowing protocol flexibility so that we could "respond to the situation at hand, to the emerging world view of the respondent and to new ideas on the topic" (Merriam, 1998, p. 74).

The teacher and campus improvement team interviews consisted of six questions aligned to the PLC practices and characteristics found within the framework of the PLCA-R questionnaire. The teacher interview questions (20–30 minutes) included but were not limited to:

1. How do you and other staff members participate in leadership roles on campus?
2. How do you collaborate with others to create a vision of learning for all students?
3. What are the most important ways you work with others at your school to improve teaching and student learning?
4. What strategies do you use to improve and share your teaching practices with others?
5. How does your school create caring relationships which supports trust and respect?
6. What are the key organizational (school) structures that help you work with others to improve student achievement?

CONNECTING SCHOOLS AND FAMILIES: UNDERSTANDING THE INFLUENCE OF HOME LITERACY PRACTICES

DAPHNEY L. CURRY, EMILY REEVES, AND CHRISTINA J. MCINTYRE

ABSTRACT

Home literacy practices are extremely important in developing early language and literacy skills. Children from lower socioeconomic status (SES) backgrounds may be at risk, not because their family literacy practices are inferior, but because their culturally defined literacy practices may not be consistent with school literacy expectations. To better understand the influence of family literacy, more research is needed on home literacy practices to maximize the literacy experiences of all children and to strengthen the home and school literacy connections. This qualitative investigation explores the early literacy events practiced by three low SES mothers and their preschoolers. Drawing on traditions of ethnography, mothers and their preschoolers were interviewed and audio recorded during shared reading interactions at home using familiar and unfamiliar picture storybooks. The interviews and shared reading transcripts revealed several practices that promote literacy development in young children; practices on which schools and teachers can build.

Keywords: home literacy; family literacy; early literacy; language

A top priority for early literacy education is that children develop a strong language and literacy foundation before they enter formal schooling. Research has indicated that a relationship exists between early oral language and reading, writing, and thinking (Loban, 1963; Menyuk, 1984). A variety of factors such as socioeconomic status (SES) may influence the literacy achievement of both native English speakers and English language learners (ELLs) (Neuman, 2008). With the current focus on illiteracy and school failure in the United States, more attention has shifted to family literacy (Yaden & Paratore, 2003). However, few studies have investigated the influence of home literacy practices of lower SES households on literacy achievement. Home literacy practices (i.e. frequency of shared reading, parental interactions and responsiveness) are extremely important in the development of early language and literacy skills. Activities such as shared reading have proven beneficial in improving the literacy abilities of young children (Sénéchal, 2006; Snow, Burns, & Griffin, 1998; Neuman, 1996). Furthermore, the conversations that occur as a result of shared reading interactions are considered as important as the actual reading itself (Sonnenschein & Munsterman, 2002).

Children become literate beings by participating in literacy events defined by their home culture (Heath, 1983; Mays, 2008; McNaughton, 2001; Nyhout & O'Neil, 2013). Home literacy practices vary greatly among cultures. For example, some families have routines that include reading nightly from

a diverse home library and others may have limited access to books. Some families stress the importance of educational reading over reading for pleasure and, for others, discussions about literature may not take place at all (Owodally, 2014). When children enter the school at ages five or six, some may encounter difficulties due to the differences between their home and school literacy practices (McNaughton, 2001). As a result, current school structures may not fully meet the needs of families with cultural and linguistic identities that are different from the majority (McNaughton, 2002). Children from lower SES families may be at risk, not because their family literacy practices are inferior, but because their culturally defined literacy practices may not be consistent with school practices (Heath, 1983). The differences between home and school cultures can inhibit the language and literacy development of some children (Gee, 2002). Therefore, it is important for schools and families to work together to provide a complimentary and consistent literacy learning experience for all children.

In order to understand the influence of family literacy, it is critical that we gain a broader perspective regarding the specific literacy practices that impact academic achievement. Heath (1983) describes literacy learning as a culturally bound activity, heavily influenced by a child's home and community. In order to ensure success for all children, regardless of their culture, it is imperative that teachers are aware of differences in order to incorporate and support the existing literacy practices that occur in lower SES homes. To this end, this study expands the current knowledge base by examining the dialogue that occurs when low SES mothers and their children share books together in their homes. One question guides this study: What are the conversational exchanges that occur between lower SES mothers and their preschool children during shared reading interactions?

METHOD

PARTICIPANTS

A collective case study research design comprised of three mother-child dyads was used in this study. Purposive sampling was used to ensure the cases selected best illustrate the population and process being studied (Denzin & Lincoln, 2000). All participants selected lived below the national poverty level and qualified for the free school lunch program.

DATA COLLECTED

Three primary sources for data collection were used: 1) individual interviews with each mother to collect relevant background information regarding existing family literacy practices, 2) field notes of individual interviews, and 3) audio recordings of mothers reading with their children in their homes. During the initial interviews, the mothers were asked to describe their existing family literacy practices and routines. Each dyad was given five picture storybooks appropriate for preschool-aged children to use during the shared reading events; however, some selected to read electronic books or books from their home collections. For eight weeks, participants were asked to record their shared reading sessions, and each audio recording was labeled with the date and time

and name of the picture book used during the session. Using the protocol developed by Hammer and her colleagues (2005), mothers were not given specific directives on how and when to share the books. Each session was subsequently transcribed. Field notes from the subsequent parental interviews provided insight and perspective on the shared reading events.

DATA ANALYSIS

Initially, open coding was used to identify and categorize phenomena found in the shared reading transcripts (Strauss & Corbin, 1990). A thorough analysis of the data was ensured by examining each entry multiple times to uncover recurring themes, categories, and patterns. A second layer of codes emerged through an analysis of the data: labeling, prediction, inferencing, wait time, questioning, commitment, encouragement/affirmation, correcting and repeating, digital attitude, reading attitude, adult modeling, and distractions. Using a constant comparative method (Glaser & Straus, 1967), the data were analyzed to highlight initial categories, patterns, and themes. As the themes emerged, audio and field note data were consulted to see if they supported one another and to establish trustworthiness (Silverman, 2004).

SHARED READING STORIES

KAY, ALEXANDRIA, & ABBY

Kay (all names are pseudonyms), a Hispanic single mother of two young children and recently divorced, lived near her daughters' school in government-subsidized housing. During the initial interview, she shared the challenges she faced raising her daughters alone and admitted it was difficult to manage work, school, and family. During the time span of this study, Kay completed her GED and enrolled in a local community college with the hope of becoming a teacher. She worked as a nanny and part-time clerk in the mall to support her two young daughters, Alexandria and Abby, who were enrolled in daycare approximately ten hours a day. They often spent the night with their elderly great-grandmother while Kay worked and attended school. Facing these challenges was not easy as she related in one of our informal visits: "It is tough to leave your babies, but sometimes you have to. I was lucky to have Alexandria's preschool and teacher, and my Memaw."

Kay was eager to participate in the study and was aware of the relationship among school, reading, and success, yet expressed difficulty finding the extra time to read to her children. When asked about their home literacy practices, Kay primarily referenced the reading backpacks sent home by Alexandria's teacher. These backpacks included various books and a reading bear buddy, a stuffed animal for the children to share books and post-reading activities with. There were a few books and other reading materials in the home, but she mainly relied on what the school sent home.

Alexandria, age 4, was a precocious child and often interrupted her mother during the interviews. Kay was especially patient with her children and would stop the interviews to address their needs. Alexandria was especially interested in her mother's tablet and played games with her three-year-old sister, Abby, during most of our initial visit. As the eldest child, Alexandria often mothered her quiet and more reserved younger sister.

Even though Alexandria and her mother were the participants chosen for the study, the shared reading recordings revealed an engaging literacy event shared by all members of the family. Abby can be heard giggling and chiming in with her sister during several shared reading events. During a shared reading of *Lady with the Alligator Purse* by Nadine Westcott (1999), Alexandria makes a personal connection to Tim, the main character by saying, “Tim was a baby-not like me!” Abby can be heard in the background making an additional connection to the character’s actions stating, “dat is not good...he is naughty”. They all begin to laugh and Kay asks them if they want to start again. They both scream, “YES!” In another shared reading, this time using *No David!* by David Shannon, Kay questions the actions of David pulling the cat’s tail: “Do you think that kitty cat likes it?” Abby responds, “De cat likes me pulling dat tail!” and Alexandria screams, “No, he doesn’t!” They all burst into laughter. There are many instances of Kay questioning the girls and elaborating on story events during the shared reading events while reading *No David!*

BRENDA AND LILY

Brenda, a Caucasian mother of three young children, was the sole provider for her family. She had three young children, including one four-year old daughter named Lily. Although married, Brenda’s husband had been unemployed for the past five years. Brenda supported the family by working long hours at a major retail chain. The family of five lived in government-subsidized housing that was a considerable distance from their children’s school. Because the family shared one car, Brenda stated it was difficult to keep in contact with Lily’s school and teachers.

Brenda shared very little about her home literacy practices during the initial interview. She reported, “I read bedtime stories when I can and make sure the older children do their reading homework.” It was apparent during the interview that the house had a wide variety of children’s literature. Lily was excited to receive the new books from the interviewer and quickly grabbed them from her mother’s hands and added them to her collection. Many times during the interview, Lily could be seen digging through a basket of books located in the living room. Often Lily would approach her mother and ask her to read one of the new books. Brenda would quickly send Lily away and call on the older siblings for help.

The shared reading events between Brenda and Lily revealed rich conversations, elaborate questioning, and direction to task by the mother. A shared reading of *Five Ugly Monsters* by Tedd Arnold illustrated many instances of Brenda directing Lily to important vocabulary and information. For example Brenda asks, “Do you know what these two words say? Guess what it says.” Lily replies, “What?” The mother pauses and only states the first word, “The.” Lily yells “End!” Brenda validates Lily by saying, “Yes, the end ...that means the story is over!” She then asks a follow up question: “What do you think he’s doing now?” Another example includes Brenda directing Lily to the counting pattern in the book. Brenda provides scaffolding by asking questions and directing Lily to the illustrations instead of giving her the answer. Brenda takes Lily’s hand and points to the illustrations and asks, “Now how many monsters are there? How do you know?” Lily excitedly counts the monsters and screams, “One fell off and bumped his head! OUCH!” On occasion, Lily and Brenda would read eBooks from a tablet. Brenda used the same questioning techniques during the eBook readings. Although Lily enjoyed the eBooks, she was particularly interested in the interactive

features (e.g. music, games) integrated throughout the book. Lily was a persistent child who was never satisfied with just one book.

DELIA AND JENNY

Delia, a Hispanic mother of two young children, provided most of the financial support for her family. Her husband was unable to maintain stable employment and worked odd jobs to help support the family. Like Brenda, Delia also worked for a major retail chain.

During the interviews, Delia reported many home literacy practices including bedtime stories, eBook reading, conversations, and playing games with her children. Brenda's oldest daughter, Jenny was selected for the study; however, Brenda's youngest daughter, Israel, also participated in several shared reading events. Although Jenny was not present during the interview, the transcripts revealed a high-energy four-year old who often challenged her mother and three-year old sister. During a reading of *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., Jenny can be heard correcting her younger sister when she incorrectly labels the cat. Jenny responds, "No, **red bird**, not purple cat!" The mother responds, "Yes Dear, red bird, but that was the animal we saw on the other page." Jenny quickly responds, "See, I told you!" Throughout the reading, the mother affirms and redirects the siblings throughout the reading. Like the other mothers in the study, the shared readings reveal an enjoyable event in which she assists with her children's understanding of the text by asking questions about word meanings and pictures.

FINDINGS AND DISCUSSION

The interview and shared reading transcripts revealed several practices that promote literacy development. Through an analysis of the codes that were utilized, several themes emerged. Sophisticated reading behaviors (e.g. labeling, schema activation, questioning) were apparent in the shared reading interactions between parent and child. Adult modeling, correcting/repeating, questioning, elaboration, encouragement and praise were just a few of the interactions that were evident in the shared reading events. Most valuable, however, was an examination of the cases as a whole and listening to the exchanges of the children and their mothers.

Conversations did not include formal literacy strategies such as synthesizing and inferencing; however, mothers modeled and engaged in, perhaps intuitively, behaviors that promote developing literacy for their children. Mothers asked their children questions about pictures, characters, and events in the stories and helped them with word pronunciations and meanings. For example, during another of Kay and Alexandra's shared readings, Kay discusses the character's motive for constantly causing trouble in the book *No David!* by David Shannon (1998). Alexandra blurts out, "But it was an accident, David didn't mean to do it!" Kay then asks, "What is an accident? Did David do it on purpose?" While these types of conversations do not mimic the way teachers might model and teach strategic reading in the classroom, they do serve to support understanding of the text in a less formal way. For instance, asking children about pictures in a text can help them make predictions. Impromptu questions about the meanings of words helps children learn vocabulary by developing context clue awareness. Adult questioning helps foster children's participation and

Organising a university-based reading clinic program for struggling readers

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Literacy Learning:
the Middle Years

Volume 24

Number 1

February 2016

ABSTRACT

This paper reports the effectiveness of a reading intervention program for a fourth-grade student diagnosed as a struggling reader. A variety of assessments and instructional plans were implemented to address the student's identified weakness areas in decoding, word recognition, reading fluency, reading comprehension and writing skills. Pre- and post-tests measured reading performance and observational notes recorded more in-depth information regarding the student's developing literacy skills. The intervention was administered over one semester (15 weeks) for 120 minutes a day, two days a week. Analysis of the post-tests revealed that the student was able to decode at grade level and his reading fluency and word knowledge had improved significantly. The student also gained confidence and competence in reading and writing. However, test results also indicated further explicit teaching would be required to develop implicit reading comprehension skills.

Introduction

Andrew (pseudonym) was a fourth-grade student who had been diagnosed by his teachers as a struggling reader. A struggling reader generally means that the student either experiences difficulty reading (e.g., decoding skills, word recognition, fluency and comprehension) or reads below grade level according to class-based tests or standardised tests (McKenna, 2002). Andrew was referred by the local school district to our university reading clinic because he experienced difficulty in word recognition and comprehension. Furthermore, his reading was below grade level, according to his performance on the school benchmark tests and his reading scores on the State of Texas Assessments of Academic Readiness (STAAR).

By Texas law, students in the third grade must take the STAAR standardised tests to measure learning outcomes and to ensure accountability of the school programs (Texas Education Agency, 2013). Andrew received the Response to Intervention (RTI) tier three one-to-one tutoring sessions for an academic year, as a result of not passing the STAAR tests. This is a three tiered approach used nationwide in US schools, including Texas, for the early identification and support of students with learning and behavioural needs (Texas Education Agency, 2014). However, despite this tutoring, Andrew did not make significant improvement in his STAAR reading scores.

Andrew's challenges with reading can be linked to multiple literacy weaknesses: decoding, pronunciation, reading fluency, word recognition and comprehension, all consistent with the challenges faced by many struggling readers (Cooper, Kiger, Robinson, & Slansky, 2012). Cases like Andrew's are common among an estimated 20 to 25% of school-age children with poor academic achievement, due to limited reading skills in today's American classrooms (Feagans, Gallagher, Ginsberg, Amendum, Kainz, Rose, & Burchinal, 2010).

The university reading clinic setting

For more than five academic years, the first author, SuHua Huang, has taught a reading assessment course to university students who are seeking teacher certification. She also has many years of experience working with struggling readers in a variety of tutorial and clinical settings. As part of the course, she has established a reading clinic in the local school district for students who struggle with reading. The clinic provides her students with the opportunity to work with struggling readers by collecting data, analysing data, developing appropriate interventions and differentiated instruction, helping students overcome reading and writing weaknesses and monitoring progress by using various informal assessments and strategies. Each semester, the students work with two children identified as being below grade level readers by their classroom teachers.

Screening procedures

Angela (pseudonym) worked in the reading clinic in the spring semester of 2014 and was assigned as Andrew's tutor. The intervention was administered over one semester (15 weeks) for 120 minutes a day, two days a week. Angela was a senior elementary/primary education major who had part-time working experiences with young children in different school settings. In the first tutoring session, Angela administered the Basic Reading Inventory (Johns, 2012), the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990) and some writing and reading interest questions (Harp, 2006). Angela not only interviewed Andrew about how he perceived himself as a reader, she also communicated with Andrew's teacher to find out about his classroom learning experiences and home/family literacy experiences.

The ERAS instrument used a Likert scale with four possible responses: 'love it,' 'like it,' 'ho hum' and 'don't like it.' Andrew indicated 'I don't like it' for many questions on the ERAS, such as: How do you feel about reading in school? and How do you feel when it is time for reading class? Andrew's ERAS results (overall score of 34) indicated that he may not value reading as an important skill that he needs to be successful in school, that he may have a negative attitude toward reading or that he may have experienced reading difficulties.

Angela also asked him other interview questions: What topic do you like to read? How often do you read at home? Andrew responded negatively to these reading questions, stating:

I do not like to read in the class, especially reading aloud.

I sometimes like to read science topics.

I do not like reading at home.

These findings were consistent with comments made by his teacher, who indicated that he was not interested in reading and that he read only nonfiction books in the classroom. Neither did he read other kinds of books outside the classroom.

Andrew's pre-test performance on the Basic Reading Inventory (Johns, 2012), a score of nearly two grades below level on the word list, indicated that he might need help with word identification and decoding strategies. He often did not want to sound out many unfamiliar words (e.g., *stream*, *treasure*, *glitter*, *automobile*) when he read the inventory's reading passages orally. Angela also noticed that Andrew often said 'pass' or 'I do not know' when she asked him to try to sound out unfamiliar words and break-down different parts of the words. He also read slowly with a monotone expression, skipped unfamiliar words and substituted words when he did not recognise them. This affected his reading comprehension. His reading fluency rate was approximately 91 words per minute at the 50th percentile at the second-grade level (Johns, 2012). For reading comprehension performance, he scored nearly two grades below level and was only able to answer correctly questions more directly related to the topics or questions that were true and false rather than implicit.

Strategies used

After primary screening, Angela discovered that Andrew had multiple areas of weakness: decoding (blending sounds), word recognition, reading fluency and reading comprehension. However, he knew how to decode each individual sound. Angela discussed Andrew's instructional needs with her clinical supervisor, the first author. With the supervisor's assistance, Angela used six components as her tutoring guide. These are the same as Roller's (1998) components:

1. Asking students to read easy books that relate to their reading interest topics;
2. Creating mini-lessons or small units to strengthen their weak areas;
3. Making reading and writing activities available for each tutoring session;
4. Encouraging students to read more challenging levels of texts;
5. Aligning ongoing assessments with each lesson;
6. Integrating technology literacy strategies into each lesson.

Improving Andrew's comprehension was the primary goal that Angela established for him. However, Angela still needed to determine what skills impeded his comprehension. Angela used Running Records with the three cueing systems – semantic, syntactic and graphophonic – to analyse Andrew's reading errors. The results revealed that most of his errors appeared to be related to neglect of the graphophonic source, which is related to print conventions, words, letters, beginnings/endings and punctuation. The results indicated that his errors in graphophonics could have a direct impact on word meanings in sentences.

Angela noticed that Andrew could say individual sounds accurately but he confused voiced and voiceless consonants when reading blends and digraphs such as *sw*, *ch* and *wh*, and two silent consonants, *kn* and *pn*. Each session, Angela spent 20 minutes working on his decoding skills. For example, Angela made sentences for him to read and highlighted these sounds so that Andrew could recognise each sound: Is knowledge the same as knowing? The knight knocked a knot on the knave.

Angela also used some iPad applications such as *Consonant blends* (Scrivens, 2013), *Phonics advanced* (BugbrainED, 2013), *Pocket charts!* (Apple, 2012), *Consonant blends and digraphs* (Good Neighbor Press) and *MELS phonics blendings sounds lite* (Apple, 2012) for extra practice. She asked Andrew to continue to practice consonant blends and digraphs to enhance his decoding skills. As Andrew was interested in interactive and animated learning on the iPad, he was engaged in these activities. These technology-integration practices led him to be able to manipulate sounds more easily.

Angela allotted 30 minutes each session to work on Andrew's reading fluency. Angela read a book aloud to Andrew and modelled how to read fluently and smoothly. She also provided reading choices for Andrew so that he was able to read new informational texts, for example, *Falling up* (Silverstein, 2006), *Spenser and the rocks* (Lowery, 2013b), and *How does the wind blow?* (Lowery, 2013a) from the *I wonder why* series. Angela used the iPad to videotape and record his reading and she asked him to listen to his reading so that he heard what it sounded like. The recorded reading strategy supported his reading fluency by giving him practice with tones of expression and appropriate reading speed. Angela incorporated easy-to-read informational texts that were two grades below his current grade level. Easy-to-read books not only accelerated his confidence in reading, but they also increased his reading confidence and self-efficacy. These techniques appeared to sustain his attention and enhance his literacy growth by expanding his vocabulary and developing his ability to comprehend written language.

Because Andrew had difficulties with word recognition and struggled with reading comprehension, Angela created vocabulary mini-lessons using iPad integration applications. These included *SightWords pro* (24x7digital, 2013), *2nd Grade vocabulary prep* and *3rd Grade vocabulary prep* (Peekaboo Studios, 2013a, 2013b), and *Vocabulary builder grades 1–2* (App Annie, 2011), designed to build word knowledge in order to improve reading comprehension.

Angela also used several graphic organisers and concept maps, such as KWL charts, semantic maps and Venn diagrams, to help Andrew make connections with the texts and correctly use new vocabulary words. Angela introduced various vocabulary activities, such as making words by using magnets, word ladders, *Monster Mad Libs* word games (Price & Stern, 2001) and riddles, to enhance his vocabulary consciousness. Andrew liked to play word games after reading texts. He was more engaged and involved in the applications on the iPad because he could tap the word to hear it spoken when he was not able to read or recognise the word. Listening to unfamiliar words being pronounced also improved his decoding skills, word recognition abilities and reading fluency.

As 'reading comprehension is a complex intellectual process involving a number of abilities' (Opitz, Rubin, & Erikson, 2011, p. 209), Angela wanted to know what abilities Andrew needed to develop. She selected some interesting narrative reading texts to foster his reading comprehension. Angela often used a supportive hand (Opitz et al., 2011). She asked Andrew to trace his hand on to construction paper, then to write five major ideas or five 'W' questions about each book on the five fingers and to write the title of the book on the palm. Angela also showed him how to rewrite the statements on the hand into paragraph form. Andrew not only learned about main ideas; he also learned that the main ideas hold the details together. An example of the supportive hand is shown in Figure 1.

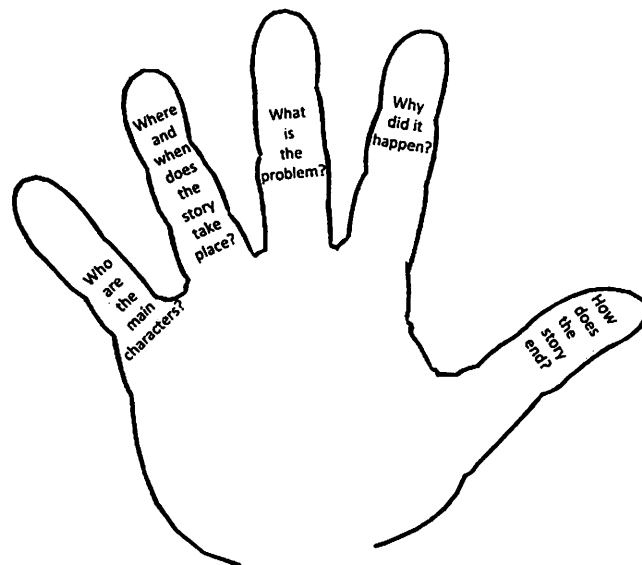


Figure 1. The supportive hand

To enhance Andrew's information processing skills in understanding the texts, Angela often implemented reciprocal teaching with four structures: predicting, summarising, questioning and clarifying, and she also created dialogue communication based on the text. Some questions often heard were:

- What do you think the story is about?
- Do you have any questions during reading?
- What questions do you still have after reading?
- What helps you correct your misunderstanding?

These questions helped Andrew notice that the point of reading is to understand the story. Angela also integrated a B/D/A (before/during/after) questioning chart (Buehl, 2014) after using reciprocal teaching. This chart helped Andrew to think about what questions helped him understand the texts before, during and after reading. After he finished reading each text, Angela asked him:

- What do you understand now that you did not understand before?
- Why?

These questioning techniques helped him to find main ideas and to highlight important words for each text he read. Angela also noticed that Andrew showed little interest in writing or motivation to write during the first three lessons. He wrote only a few sentences, such as 'I play computer games' and 'I play with my younger brother', while Angela assessed his writing skills. Therefore, Angela designed several fun and playful writing activities to foster his writing motivation and to reinforce particular parts of speech: verb, noun, adjective, adverb and pronoun. She adapted the idea of Tompkins' (2013) Possible Sentence strategy to activate his background knowledge about a topic's related vocabulary usages and sentence structures. He was asked to use what he knew about a topic and his familiarity with English sentence structure to make predictions about word meanings and to write sentences.

After reading each text, Angela assisted Andrew by reviewing his sentences and asking him to make changes if they were not accurate. This instructional strategy helped Andrew predict the meaning of words, so he learned about word knowledge, parts of speech and sentence structure. He became more engaged in learning because he wanted to determine whether his predictions were accurate.

Angela adopted the Brogy game (Taskmaster, 1980) to improve Andrew's writing skills. The game's seven sets of 30 cards deal with a different theme, such as family, wild animals, birds, fruit, farm animals, transport and road transport. Each set (30 cards) has five different colours: blue, red, orange, green and yellow. There are six cards of each colour and each colour represents a different part of speech. Angela used these coloured cards to show Andrew how to make sentences. She frequently asked him: 'Did the sentence sound correct to you?' and then, 'Why did it sound correct to you?' or 'How could you fix it if you think the sentence did not sound right to you?' He was then able to recognise that each colour had a different purpose and function for making sentences. The strategy and the game helped him to build knowledge of sentence structures and parts of speech. After four weeks, he was able to make sentences correctly. See an example in Figure 2.

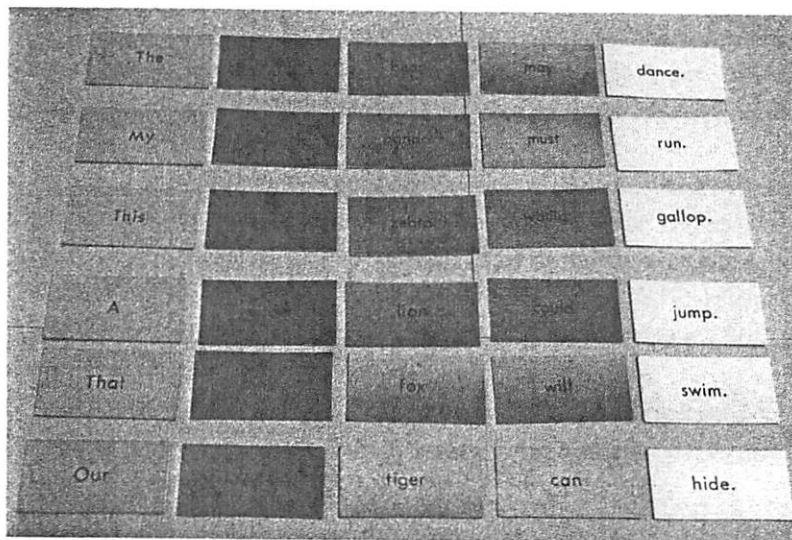


Figure 2. Writing activity using cards

Angela also used the Sidelicks writing interactive strategy (Huang, Phillips, Gibson, & Wilhelm, 2013) to guide him in learning how to create stories by using iPad applications. The strategy helps students develop a digital narrative story using the five steps of the writing process. Because Andrew was fascinated with the iPad writing applications for selecting words and characters, sound systems, animations and formats, he created two digital stories about his family and friends. These writing mini-lessons were used to create opportunities for Andrew to practise reading and writing and also guide him to engage in self-discovery about reading and writing activities (e.g., Graves, Juel, Graves, & Dewitz, 2011).

Taking Sheltered Instruction Digital: A Review of Classroom Technologies that Support ELL Students

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Abstract: This presentation explores current research literature related to using classroom technologies to provide sheltered instruction for ELL students. Classroom technologies such as interactive whiteboards, digital books, and educational applications support active and engaging learning of content through highly scaffolded and meaningful learning opportunities. This presentation will present examples of current classroom technologies and best practices that facilitate and support the language and vocabulary needs of ELL students.

Educational Significance

Although English language learners (ELL) are quickly becoming the largest PK-12 subpopulation in the United States (NCELA, 2010), pre-service teachers often are often unprepared to meet the needs of non-English speaking students. ELL students often struggle with content area subject material because they lack specific background knowledge and related vocabulary. Sheltered Instruction is a process, an instructional approach that can be used to make academic instruction in English more comprehensible to non-native English Speakers (Gonzales & Watson, 1996; Echevarria & Graves, 2003). This approach teaches grade appropriate, cognitively demanding subject matter and its associated vocabulary, concepts, and skills by using language and context to make information more understandable, which ultimately enables student participation in a safe and non-threatening environment (Echevarria & Graves, 2005). Key characteristics of effective sheltered instruction include collaboration/cooperative learning, explicit teaching of vocabulary, connecting and building background knowledge, concrete learning experiences, and the use of visuals and supplementary resources/materials (Herrera & Murray, 2005). Sheltered Instruction provides access to the core curriculum and opportunities for English language development and social integration into the classroom community (Peregoy & Boyle, 2001). When teachers incorporate these support systems into their instruction they convey meaning and purpose and allow English language learners to meet content objectives and acquire English fluency (Gonzales & Watson, 1986). Critical to ELL mastery and use of academic language is repeated and multimodal exposures to printed and spoken language

(Rance-Roy, 2010). Confidence in word meaning, contextual appropriateness, and pronunciation often create obstacles that prevent ELLs from using academic language in the classroom (Rance-Roy, 2010). Classroom technologies such as interactive whiteboards, digital books, and educational applications provide multi-modal support and facilitate active and engaging learning of content through highly scaffolded meaningful learning opportunities. have the potential to boost the confidence level of ELLs so they are

Presentation Objectives

The purpose of this presentation is to increase understanding of digital opportunities for sheltered instruction and its importance and purpose to second language learners. This presentation will present examples of current classroom technologies and best practices that facilitate and support the language and vocabulary needs of ELL students.

Methodology

The purpose of this review is to examine best practices for using classroom technologies support and facilitate academic instruction in English more accessible and comprehensible to ELL students. A multi-phase review protocol was used to complete a systematic review of the available literature investigating sheltered instruction supported by classroom technologies. Classroom technologies were also evaluated using the key characteristics of sheltered instruction: collaboration/cooperative learning, explicit teaching of vocabulary, connecting and building background knowledge, concrete learning experiences, and the use of visuals and supplementary resources/materials (Herrera & Murray, 2005). Specifically, this review addressed the following questions:

1. What impact do classroom current classroom technologies have on accessibility and comprehensibility of academic instruction in English for ELL students?
2. What available classroom technologies provide multi-modal support and facilitation and engagement of content learning for ELL students?

Results/Conclusions

An initial review of available literature, indicates a positive relationship among classroom technologies such as interactive whiteboards, digital books, collaborative learning platforms (e.g. Google Drive, Google Classroom), and educational applications (e.g. Show Me, Explain Everything) and language development of ELL students (e.g. See Saw, Photo Story, Story Creator). Using a Sheltered Approach to instruction, classroom technologies supported and facilitated classroom instruction to make content learning more comprehensible to non-native English speakers. Specifically, vocabulary and language development was supported and enhanced through the use of innovative technologies that provide multi-modal support and active learning for ELL students.

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ONLINE LITERATURE CIRCLES: DEVELOPING CULTURALLY RESPONSIVE PRESERVICE TEACHERS

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Abstract

The purpose of this research is to explore the effects of literature circles on teacher efficacy, empathy, and professional responsibility. An overwhelming number of preservice teachers lack the confidence in their ability to teach children with circumstance different from their own. Teacher educators have a responsibility to prepare preservice teachers with the tools they need to teach children with varying backgrounds. This research is designed to facilitate a personal and professional connection to critical issues discussed in class that are relevant to today's children and families using online literature circles to promote discussion, reflection, and culturally responsive preservice teachers.

Keywords: culturally responsive, preservice teachers, literature circles

According to Covington and Beery (as cited in Alderman, 2004), schools not only have the responsibility for student learning but also of cultivating student's motivation to learn. Teachers must foster a high level of confidence and achievement for their students and provide them with the encouragement they need to believe in themselves; without an increase in teacher competence and confidence, neither will prosper. A positive classroom climate is critical in increasing student motivation and achievement. If students are to adopt the goals that lead to academic success, they must have access to environments in which everyone is supported and treated with respect and fairness (Alderman, 2004). When teachers are encouraged to have an empathic mindset, they help to foster and promote a greater sense of trust and belonging in their students (McBride, 2016). Teachers with low efficacy or those who lack the ability to connect with students who are experiencing difficult circumstances are less likely to create the environments that lead to higher levels of motivation and achievement. In fact, a teacher's sense of efficacy is an excellent predictor of future student success (Alderman, 2004). To this end, teacher educators and educator preparation providers (EPPs) have a responsibility to help prepare their preservice teachers with the tools to boost their efficacy so they are able to meet the needs of children with diverse backgrounds and/or challenging life circumstances. It is imperative that the training and experiences preservice teachers receive in their programs address teaching students of diverse cultures and backgrounds different from their own.

Seminal work conducted by researchers like Bandura (1989), Woolfolk and Hoy (1990) highlight the importance of high efficacy among teachers. Not only should teachers model self-efficacy, but how they feel about their ability to teach directly impacts students on a multitude of levels such as social-emotional intelligence, academic success, and student self-efficacy. It is clear that teachers plagued with self-doubt and low efficacy are unlikely to be up to the task of addressing the diverse needs of students or helping to motivate their low-achieving students (Tollefson, 2000) or those who might be experiencing difficult situations.

An understanding of diverse student populations and empathy for students dealing with difficult life circumstances that future teachers will encounter is important for identifying and utilizing strategies to meet those diverse needs. Hence, the following questions are an important focus for exploration: *How much empathy do preservice teachers have for children and families different from themselves? And, how do they feel about their ability to teach children different from themselves?* Therefore, a project was implemented in a required education course designed to connect preservice teachers to the critical issues discussed in class to their own personal lives and responsibilities as future educators. Consequently, two questions emerged from that project that frame this study. First, what types of responses and attitudes will result from online literature circles using young adult novels which focus on critical issues facing children and families in today's society? Secondly, will using contemporary, realistic, young adult fiction, featuring relatable, diverse, young main characters experiencing challenges, help preservice teachers develop a sense of empathy, professional responsibility, and teacher efficacy?

Literature Review

The purpose of this research is to explore the effects of literature circles on teacher efficacy, empathy, and professional responsibility. An overwhelming number of preservice teachers lack the confidence in their ability to teach children with circumstances different from their own. Alderman (2004) calls this phenomenon a lack of teacher efficacy which she defines as, "the extent to which teachers believe that they have the capacity to affect student performance" (p. 184). Marshall (2006) suggests that teacher education programs include explicit discussions regarding identity, culture, and the way these intersect with the schooling process, as well as experiential learning in the communities in which preservice teachers will likely serve. At its core, multicultural education is that which seeks to create multicultural competence in individuals (Bennett, 2001). This requires a reconciliation with the self (Banks, 1996), demanding individuals in all groups to see past their own perspectives. Noddings (1992) stresses the importance of the teacher's role in teaching children to be the "recipients of care" (p. 108); children that have not learned to do this are at risk of failure. Teacher educators have a responsibility to prepare preservice teachers with the tools they need to connect with and effectively teach children with circumstances different from their own.

Meyers (1995) also emphasizes the role collaboration plays in facilitating teachers' understanding of student attitudes and problems, and gains in long term academic achievement. Online communities (e.g. threaded discussion forums), "have the potential to alter the way new teachers communicate with one another (peer support) as well as with other professionals (collaborative consultation)" (DeWert, Babinski, & Jones, 2003, p.312), and provide an opportunity for discussion and reflection of critical issues related to student achievement. Because communication can occur at any time, advancing technologies (e.g. web communities, email) offer unique opportunities for creating supportive learning environments.

Study Design

This research was designed to facilitate a personal and professional connection to critical issues discussed in class that are relevant to today's children and families. The following research questions framed this study: (1) What type of responses and attitudes will result from online literature circles using realistic fiction? (2) Will using realistic fiction help preservice teachers develop a sense of empathy, professional responsibility, and teacher efficacy? The objectives of this study were to: (a) explore the attitudes of preservice teachers regarding critical issues facing children and families in today's society; (b) help preservice teachers connect to critical issues involving children and families in today's society through the

use of realistic fiction; and (c) determine whether the use of realistic fiction and online literature circles will develop a sense of empathy, professional responsibility, and teacher efficacy in preservice teachers.

Participants were provided a detailed outline of expectations for the online literature circles (See Appendix A). Two weeks into the project, the following additional instructions were given to each group for clarity.

Remember to respond to each other often and in a conversational type dialogue. It should read like you are having a face-to-face conversation. Please remember to pull in your own personal experience as it relates to the issues presented in the book, school, home, etc... Also, be sure to include how your book relates to your issue and the children and families you will later serve. Remember this is not a regurgitation of each chapter.

Class discussions and reflective thinking activities related to both professional and personal responsibilities of educators provided the catalyst for the project. Several critical issues guided the selection of novels for the project. These included abuse, death of a parent, peer pressure, and similar concerns (See Appendix B).

Participants

Participants selected for this study were preservice teachers seeking elementary, middle school, or high school teacher certification. All participants were enrolled in a language arts method course and in their last year of teacher preparation. All research activities (online literature circles, reflective journals, and discussion posts) were required components of the language arts course. All enrolled students were eligible to participate and/or decline with no penalty; however, all students were required to participate in the online literature circles and reflective discussion assignments that were required of all students enrolled.

Data Collection and Analysis

Two data sources were used for this project, transcripts of online literature discussions and individual reflective journals. A total of 165 discussions and journal entries were used in the initial data analysis. Eventually, 71 entries were discarded because they contained only regurgitations of the novel even after the additional instructions were given. In the end, 94 discussion entries and journal reflections were analyzed. A thorough analysis of the data was ensured by examining each entry multiple times to uncover recurring themes, categories, and patterns. As the analysis of the data was conducted, eight categories emerged: *personal reflections/experiences-positive*, *personal reflections/experiences-negative*, *empathy*, *blame or judgment*, *professional responsibility*, *self-doubt*, *teacher efficacy*, and *personal responsibility*.

Entries were coded as *personal reflections/experiences-positive* if the author identified with the victim or person portrayed as having a high moral character. Likewise, entries were coded as *personal reflections/experiences-negative*, if the author identified with the individual portrayed as causing harm or making inappropriate choices. The following table features these two codes with corresponding representative quotes.

Chapter 9

**INTERACTIVE LITERACY APPROACH
TO SUPPORT STRUGGLING READERS'
LITERACY SKILLS**

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ABSTRACT

This chapter is a brief case study showing how systematically interactive instructions were used to help two struggling readers overcome deficits in phonics, reading fluency, and word recognition. Both students received a sequence of interactive strategy instruction every day over the course of three months. As a result, they have built a strong reading foundation in phonics, word knowledge, fluency, and comprehension.

In addition, their reading accuracy, decoding abilities, and word knowledge have improved significantly. Suggestions are included for teachers designing diagnostic assessments and effective instruction to meet the many needs of individual struggling readers.

INTRODUCTION

Struggling young readers most commonly encounter difficulty with phonological skills, word recognition, and rapid naming fluency (Bowers and Newby-Clark 2002; Foorman and Torgesen 2001; Valencia and Buly, 2004). Numerous research studies indicate that phonics skills and reading fluency affect students' later reading abilities (e.g., Bowers and Newby-Clark 2002; Rasinski 2006; Wolf, Bowers, and Biddle 2000). Students' skills in decoding words is highly interrelated with their ability to read words quickly or automatically (Richek, Caldwell, Jennings, and Lerner 2002). To illustrate and address the needs of many young struggling readers, this case study presents systematically interactive instructions for classroom teachers helping readers overcome deficits in phonics, reading fluency, and word recognition.

TEACHING APPROACH FOR STRUGGLING READERS

Two third graders from the same class, David and Jack, were referred to our summer reading clinic. Both students had received the Response to Intervention (RTI) Tier 2, a small group intervention, for two semesters. According to their teacher's report, their performance on the school's benchmark test had uncovered several areas of reading difficulty (e.g., decoding, vocabulary, reading fluency, and comprehension).

During the first two days, we used several informal assessments, such as Basic Reading Inventory (Johns, Elish-Piper, and Johns 2017), Peabody Picture Vocabulary Test, 4th edition (Dunn and Dunn 2007), and Running Records (Clay 2000) to determine the boys' reading levels and instructional needs. Both students were reading at a first-grade level, and they had deficits in phonics, fluency, and word recognition. Their reading fluency rate was about 50 words per minute (WPM). We also used the Elementary Reading Attitude Survey (ERAS) (McKenna and Kear 1990) to assess their attitudes toward academic and recreational reading. Both

boys were found to have a negative attitude toward reading, especially when it came to reading aloud in class.

After analyzing the results of the pretest, we implemented an interactive strategies approach (Vellutino and Scanlon 2002) as the framework for working with each student individually for 60 minutes every day, five days per week, over the course of three months. We repeatedly used a sequence of interactive strategy instruction for both struggling readers.

Asking students to read familiar or repetitive texts. During each session, the student spent 10 minutes reading aloud from familiar texts, such as *Have You Seen My Cat?* (Eric Carle 2012), *Five Little Monkeys Jumping on the Bed* (Eileen Christelow 2012), *Is Your Mama a Llama?* (Deborah Guarino and Steven Kellogg 1997), and the *Pete the Cat* series (James Dean 2014). At the same time, we used questioning techniques to reinforce the boys' comprehension skills and also provided opportunities for them to talk or retell the books. When the two students were able to read repetitive or familiar texts fluently, they experienced improvement not only in their word identification skills and decoding automaticity, but also in their reading motivation and confidence. These types of texts clearly provided a powerful reinforcement in their phonics acquisition and fluency rate.

Integrating a variety of games to teach phonics. During the first few sessions, we found that phonics and decoding skills were obstacles hindering these students' understanding of the meaning of words and texts. Both David and Jack were able to say each sound accurately, but they had some difficulties in blending. We allotted 15 minutes of each session for them to work on their phonics skills in order to improve the gaps in phonics knowledge and decoding skills. First, we designed matching games to help them to practice a sound (phoneme) and its related symbol or symbols (grapheme or graphemes). For example, using PowerPoint, we created a set of words and a corresponding set of pictures. The students were asked to match the words and pictures using iPads. To reinforce their phonological skills, we used Elkonin box activities to build their phonological awareness skills by segmenting words into individual sounds

or phonemes. We had the boys draw three or four boxes on a dry-erase board, gave them some stick-on letters, and asked them to place the corresponding letters in the boxes for the phonemes they heard when we said words out loud. For example, “flux,” as in “Some famers had difficulties to find the fuel and the flux during a drought.” Students started noticing systematic sound patterns while doing these Elkonin box activities.

To accelerate their reading comprehension, we sometimes included pictures with the sounds, asking the students to read the sentences individually and select the right words. For example, “That ____ has many docks. 1) make, 2) bake, 3) lake”.

After the boys were familiar with each sound, we used traditional phonics dominoes, such as long vowels, short vowels, and blends and digraphs (Educational Insights, Inc. 2007) to help them practice blending, segmenting, and word manipulation. The students were able to form hundreds of words and to make correct sentences after the sixth week. After completion of the intervention, these traditional games remained available for the boys to use at their school to help them continue to improve their phonemic awareness and decoding skills (see Figure 1).

Applying decoding skills to new text. To help David and Jack develop decoding skills and reading fluency, we provided them with a variety of new decodable texts containing consonants, short and long vowels, and word families.

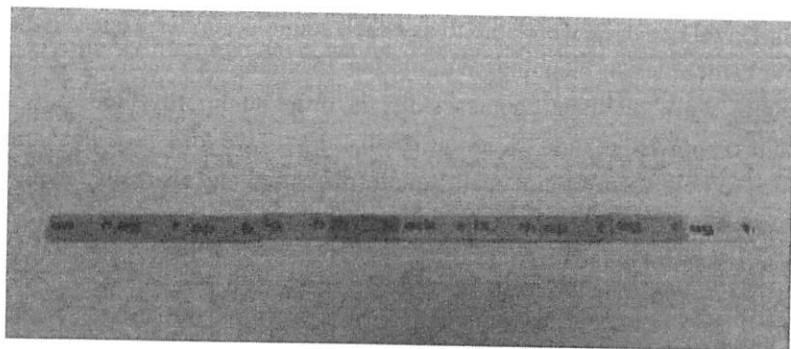


Figure 1. Building phonics.

These included *Pat and Tim* (Liane Onish 2009), *Len and Gus* (Holly Melton 2009), *You Can Bake a Cake* (Barbara Donovan 2009), *Mike's Big Bike* (Elena Matos 2009), and *At Home in Nome* (Lois Owen 2009). These decodable books emphasize systematic, sequential, multisensory, synthetic, and phonics-based instruction. During each session, both students spent 10 minutes reading aloud from these books. Practicing phonics skills and reading decodable books helped the boys make the connection that phonics skills supported their reading fluency and word recognition. When students' proficiency in phonics and sound/symbol codes, their ability to read and spell increased.

Word study using high-frequency words. We used flashcards and repetition to teach the students a list of high-frequency words at grade levels 1 through 3. These words are essential to fluent reading, and many of them are not decodable (e.g., beautiful, and together). Therefore, repeated exposure is crucial if students are to learn to read these words quickly and fluently. During each session, students spent 15 minutes practicing the identification of high-frequency words and others selected by their teachers.

In the remaining time, we engaged the students in a variety of word games. For instance, we laid out word cards on a desk, provided a clue about one word's meaning, and asked the student to find the word we were looking for. To prompt the student to find the card showing the word “merry,” we would say, “This word starts with /m/ and rhymes with very.” Another activity involved word cards and two jars of different colors. We asked the students to draw word cards from a deck and read them, then place them in one of the jars: the blue jar for words that they could already recognize, and the yellow jar for words they had not yet mastered. After all the words had been sorted, we asked the boys to select some word cards from the blue jar and form sentences with them. The words in the yellow jar, on the other hand, were reviewed repeatedly until the students fully recognized them, at which point they were placed in the blue jar. They repeatedly reviewed the words in the yellow until they fully recognized them and put these words with the blue jar. “Chunk game” (Smart Kids 2014) is another game to enhance word recognition, green cards represent